



**Fuller Elementary School**  
Tempe Elementary District  
1975 E. Cornell Drive, Tempe, AZ 85283-2361

ARIZONA  
School Report Card  
2001-02

**Principal:** Mrs. Kathleen Doran Seavers  
**Schedule:** 8:00 AM to 4:00 PM  
**Web Address:** [www.tempeschools.org/Fuller/index.htm](http://www.tempeschools.org/Fuller/index.htm)  
**E-mail:** [kdoran@tempeschools.org](mailto:kdoran@tempeschools.org)

**Grades:** K-5  
**2001 Enrollment:** 388  
**Phone:** (480) 897-6228 x 5600  
**Fax:** (480) 820-7308

## ▼ School Overview ▼

### Mission

Fuller School is a positive, caring environment that fosters respect for self and others. Fuller School develops well-rounded individuals through a balanced curriculum of challenging academics, which includes the fine arts and sciences. The Fuller staff collaborates to creatively meet the individual needs of students. Fuller School is a place where each child is nurtured and valued by a close knit community of parents, teachers and elders.

### Organization and Philosophy

- w Balanced Reading Program
- w Integration of Curriculum
- w Focus on Life Skills
- w Child-centered

### Instructional Programs

- w Integrated Curriculum
- w Full-day Kindergarten
- w Multiage Classes
- w On-site Special Education
- w On-site Gifted Program
- w Student Portfolios
- w New Art Program
- w New Computer Lab

### School/Academic Goals

- w Based on NWEA testing, Fuller students will show one year's academic growth. To show one year's growth, the total percent for each grade level will meet or exceed the previous year's percentage.
- w Using Stanford 9 Cluster desegregation, each classroom will meet the 77% National Norm Group in the areas stated (these are delineated by individual classroom).
- w Fuller students will reach 75% proficiency in the Standard of Measurement on the District Mathematics Assessment Plan.
- w The absence rate for Fuller School will be less than 5%.

### Enrollment

October 1, 2000 School Year Student Enrollment:	329
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	58

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 3 Teacher(s)  
 3 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w Budget  
 w Parent School/Community Information  
 w Parent/Educator Relations  
 w School Safety Issues  
 w Schoolwide Plan  
 w Building Use

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	5.00	Teacher Aide	8.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	2	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	1	0	0
10 or more years	5	12	0	0

## ▽ Shared Responsibilities ▽

### School

Provide learning that ensures skills and competencies needed to be productive citizens in the 21st Century. Promote lifelong learning in all students. Promote respect for self and others. Provide an orderly and safe learning environment where rights of others are respected. Foster high academic standards.

### Parents

Send positive message to students that education is valued. Promote regular attendance by students, essential for receiving best possible educational opportunities. Promote completion of homework by structuring time and space and by giving encouragement. Keep informed of school programs and activities and attend as many as possible. Come visit the school and see the wonderful things your child is doing!

## ▽ Transportation Policy ▽

Our school follows a standardized districtwide policy on transportation safety and behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established for each school and approved by the school board. Primary considerations for busing are distance and major street locations.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/20/01
<b>Average Daily Instruction Time:</b>	6 hrs. 30 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

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### Report Card Release Dates

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10/23/01	1/9/02	3/19/02	5/23/02
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### Additional Calendar/Report Card Information

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Fuller School has a week of Parent Conferences scheduled for the October and March reporting periods. We also welcome conferences with parents anytime there is a question or a concern.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

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Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

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W Library - The Heart of the School	W Computer Lab
W Integrated Communication System	W Patio/Amphitheatre

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### Extracurricular Activities

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W Community Service Clubs	W Special Interest Afterschool Clubs
W Chorus	W Orchestra
W Band	

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### School/Community Resources

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W Before School Program	W After School Program
W Breakfast Program	W Clothing/Food Banks
W Counseling Services	W Health Services
W Lunch Program	W Recreational Activities

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |                                                                                                                                                          |                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>W Fuller fifth graders score second highest in the district in reading, language and math on the Stanford 9 Achievement Test.</p>                     | <p>W Seven first grade artists were honored by having their work framed for the Tempe Library Children's Room.</p>                                                          |
| <p>W As a school, Fuller community and staff came together to support special events including a math and science fair and a multicultural festival.</p> | <p>W All Fuller teachers have implemented inservice training in thematic teaching, computer technology, brain-based practices, and the new district science curriculum.</p> |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.1 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	7.8 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.3 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	8.1 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	100.0 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.0 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Student Artist Award from the Fleischer Museum	2001
Student Artist Awards from the Heard Museum	2001
District Writing Contest	2001
Diablo Winner in Curriculum Writing (Teachers)	2000

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	62	532	4%	19%	41%	33%
	State	60969	521	11%	18%	44%	27%
Writing	School	59	555	5%	15%	55%	23%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	60	518	8%	21%	48%	21%
	State	61089	510	14%	29%	34%	23%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	50	511	12%	18%	44%	26%
	State	63518	503	22%	24%	41%	14%
Writing	School	47	528	6%	23%	53%	17%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	50	504	2%	46%	14%	38%
	State	63873	487	17%	43%	12%	29%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	98	65	60
2	Reading	--	--	--	--	--	--	100	65	50	98	62	52	100	54	53
	Language	--	--	--	--	--	--	100	54	40	100	47	43	100	35	44
	Mathematics	--	--	--	--	--	--	100	59	51	99	58	55	100	48	57
3	Reading	100	70	44	100	69	47	100	71	47	100	60	48	92	55	50
	Language	100	70	45	100	76	49	100	72	51	100	65	54	92	66	56
	Mathematics	100	59	41	100	64	46	100	65	49	100	63	52	90	58	54
4	Reading	93	74	52	100	74	53	100	62	54	96	65	54	93	57	55
	Language	94	60	45	98	62	47	100	56	49	96	53	48	96	41	50
	Mathematics	94	51	48	100	56	51	100	57	54	96	58	55	96	52	57
5	Reading	96	58	50	100	64	51	100	71	51	97	73	51	93	70	51
	Language	96	42	40	100	61	42	100	62	44	99	68	45	93	63	45
	Mathematics	94	46	47	100	73	51	100	69	54	99	79	55	93	78	57

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>67</b>	<b>67</b>
<b>Grades 3-4</b>	<b>59</b>	<b>47</b>
<b>Grades 4-5</b>	<b>73</b>	<b>85</b>
<b>Grades 5-6</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The expectation at Fuller School is that all students will be given the opportunity to learn. This means that students not infringe on each other's learning. To accomplish this goal, we incorporate life skills education into our day. These include trustworthiness, active listening, caring, cooperation, etc. This provides a common language and the consistency needed to help students incorporate these life skills.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,510	\$804,182
Classroom Supplies	\$24	\$7,684
Administration	\$401	\$128,523
Support Services-Students	\$457	\$146,334
Other Support Services and Operations	\$996	\$319,220
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$4,388</b>	<b>\$1,405,943</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$615,641.49 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

We used the increase in funding to pay for teacher raises. Teacher salaries increased \$1,556,240 from the previous year, of which, \$525,483.57 is attributable to the trigger funds we received.

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Laurie Frank	(480) 897-6228	5648
<b>Transportation Policy</b>	Paul Novak	(480) 784-1337	
<b>Community Resources</b>	Gary Aungst	(480) 730-7100	
<b>School Nutrition Programs</b>	Karen Evers	(480) 897-6228	5612
<b>Parent Organization</b>	Dina Breau	(480) 897-6228	5687
<b>Student Health/Nurse</b>	Grace Karcher	(480) 897-6228	5603

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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